

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education
Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Truman State University
Institution Code	6483
State	Missouri
Number of Program Completers Submitted	96

Number of Program Completers found, matched, and used in passing rate Calculations ¹	96				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Art: Content Knowledge	133	3			96	95	99%
Biology: Content Knowledge, Part 1	231	6			62	58	
Elem Edu: Curriculum, Instruction, and Assessment	011	38	38	100%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	7			192	191	99%
French: Content Knowledge	173	1			11	10	91%
Mathematics: Content Knowledge	061	3			97	91	94%
Music Education: Content Knowledge	113	5			124	124	100%
Physical Education: Content Knowledge	090	5			214	205	96%
Physics: Content Knowledge	261	1			2		
Social Studies: Content Knowledge	081	10	10	100%	276	270	98%
Spanish: Content Knowledge	191	1			30	27	90%
Other Content Areas							
Speech Communication	220	1			28	28	100%
Teaching Special Populations							
Special Education	350	8			171	165	94%
Speech-Language Pathology	330	7			92	84	91%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>					
Institution Name	Truman State University					
Institution Code	6483					
State	Missouri					
Number of Program Completers Submitted	96					
Number of Program Completers found, matched, and used in passing rate Calculations ¹	96			Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	80	80	100%	3275	3155	96%

Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	15	15	100%	270	256	95%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	96	96	100%	3711	3575	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **224**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **85**

3. Please provide the numbers of supervising faculty who were:

10 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

10 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

2 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **22**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **3.86/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **37.5** hours. The total number of weeks of supervised student teaching required is **18**. The total number of hours required is **675** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Truman State University is the only public and highly selective liberal arts and sciences university in the state of Missouri. The mission of the University is to offer exemplary undergraduate education, grounded in the liberal arts and sciences, and in the context of a public institution of higher learning. To that end the University offers undergraduate studies in the traditional arts and sciences as well as selected preprofessional, professional, and master’s level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education. The highest goals of a liberal arts education are to ignite the individual’s curiosity about the natural and social universe and then aid him or her in developing the skills and personal resources to channel knowledge into productive, satisfying activity.

2. Educational Philosophy

We believe that the single greatest predictor of student achievement in America’s private and public K-12 schools is the quality of the teacher in each classroom. Superlative teachers are capable of instructing their students so that all students learn and achieve at levels commensurate with their abilities. Superlative teachers share many traits: they are bright and inquisitive people, they know a great deal about the world and something about how they fit into it, they have deep disciplinary preparation, they possess professional knowledge and skills which have an empirical basis, and they have a strong desire to apply their knowledge and skills toward the goal of teaching others. Our program is designed to address each of these variables. Our program is highly selective and our students are bright, each of our students has a degree in the liberal arts and sciences, each has a major in one or more disciplines, each acquires empirically based information pertaining to teaching and learning and has multiple opportunities to apply that knowledge and skill in school settings, and each has expressed a desire to teach. Although there are many ways to prepare superlative teachers, we believe that the approach used at Truman State accomplishes that goal admirably.

3. Conceptual Frameworks

The organizing metaphor for our program is the reflective practitioner. Our framework requires that students actively reflect upon the knowledge and skills they acquire over time. These reflections take many forms, but are generally based upon our belief that bright students who have a broad perspective on the world and deep disciplinary preparation coupled with empirically based teaching techniques and a strong desire to teach others are able to engage in the continuous renewal of their professional practice. Such renewal is achieved through reflection.

Our conceptual framework also acknowledges the critical role played by educators in increasing freedom and social justice in their classrooms, our shared communities and indeed, throughout the world. This special role of teachers carries with it special responsibility and we believe that teachers must understand this responsibility and act upon it in regards to their practice.

4. Program completers who teach in the private schools and out of state

Private Schools:	1
Out-of-State:	14

